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ABSTRACT

This document contains an instructional booklet on law-related education for social studies classroom teachers in grades five and six and a book of spiritmaster handouts for use by students. Objectives include helping students define responsiblity and identify at least two characteristics of a responsible person, state reasons why responsible behavior is more desirable than irresponsible behavior, identify responsibilities he/she will probably acquire as an adult, demonstrate willingness to assume responsibilities at home and at school, choose from among alternatives in decision-making situations, and propose solutions to problems created by conflicting responsibilities at home and school. The unit is presented in 11 lessons, entitled Who is More Responsible? What Does Being Responsible Mean? What Do You Believe About Responsibility? What Are Some of My Responsibilities? What Responsibilities Do My Parents Have? What Are Some Responsibilities That People Who Work in My Community Have? What if there Were No Responsibilities? What is the Responsible Thing To Do? How Does Law Help Me to Know my Responsibilities? What Happens When Responsibilities Conflict? and What Can I Do To Become More Responsible? Students are involved in a variety of activities, including reading and discussing accounts of responsible/irresponsible behavior, providing examples of various types of responsible behavior, role-playing, ranking behaviors in order of their responsibility, surveying family and class members regarding the meaning of being responsible, and writing stories about the kinds of responsibilities associated with various adult occupations. Handouts accompanying the lessons include matching exercises, word puzzles, role-playing descriptions, fill-in-the blanks exercises, quizzes, and stories illustrating legal concepts. (DB)

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LEARNING ABOUT RESPONSIBILITIES

A Law-Related Instructional Unit for Children in Grades 5 and 6

ED200502

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LEARNING ABOUT RESPONSIBILITY

AN INSTRUCTIONAL UNIT FOR INTERMEDIATE AGE CHILDREN

Rationale

We live in a society heavily influenced by and dependent upon law. From the time of our birth to the time of our death, laws have a significant impact upon our lives. Laws not only help us to know what rights and responsibilities we enjoy as citizens of the United States. They also establish parameters for individual and group behavior. In so doing, laws help to define the responsibilities of citizenship. To function successfully in our society, children and adults need to acquire a knowledge of the nature, purposes, and requirements of rules and laws and to develop a willingness to shape their behavior in accordance with them.

As children mature, they acquire an increasing number of responsibilities. In the process of learning to adjust from the home to the school and the community environments, children need to become aware of the nature and importance of these responsibilities, of how and why they are acquired, and of the possible consequences of not assuming them. Thus, the recognition and acceptance of responsibilities are important elements in the socialization of children.

The elementary school has long been recognized as contributing significantly to this important socialization process. Not only does the elementary school play an important role in helping children to understand, accept, obey and deal successfully with a variety of rules and laws, it also plays an important and analogous role with respect to responsibilities. Such a role has deep roots in our American educational system. It is a role that is consistent with some of our most basic and widely accepted educational goals.

Designed primarily for use with fifth and sixth grade students, **Learning About Responsibility** provides a carefully sequenced series of learning activities to facilitate student understanding of the nature, characteristics, and importance of responsibilities and responsible behavior. As a result of participating in these learning activities, the intermediate school child should be better able to understand the relationship between law and responsibility, more capable of recognizing the rules, laws, and responsibilities that prevail in his/her world, and better prepared to deal effectively with the rules, laws, and responsibilities that he/she will encounter when entering the world of the adult.

Overall Goals

Learning About Responsibility offers a wide variety of learning activities that foster an understanding of the nature and importance of responsibility and the development of important knowledge, attitudes and skills consistent with accepted goals of good citizenship.

A. Knowledge Goals

At the conclusion of this unit, each student will be able to:

1. define responsibility and identify at least two characteristics of a responsible person;
2. distinquish between examples of more responsible and less responsible behavior in given situations;
3. state at least two reasons why responsible behavior is more desirable than irresponsible behavior;

4. identify at least three sources that could be used to determine his/her responsibilities in given situations;
5. list at least three responsibilities he/she has at home, at school, and in the community;
6. state at least three of his/her responsibilities under law;
7. identify at least four types of responsibilities that parents have (e.g., home, work, possessions, personal) and cite at least two examples of each;
8. identify at least five occupations and at least two responsibilities of each occupation;
9. state his/her belief about the importance of responsibility and support that belief with specific reasons;
10. tell how problems can be caused by conflicting responsibilities and describe a process for dealing with such problems;
11. identify at least three responsibilities he/she will likely acquire as an adult and state at least one way he/she can prepare himself/herself to assume each; and,
12. identify at least three ways in which he/she can become a more responsible individual.

B. Attitude Goals

At the conclusion of this unit, each student will be able to:

1. accept responsibility as a necessary guide to behavior at home, at school, and in the community;
2. accept differences in the opinions of others about responsibility;
3. indicate an interest in responsibility by participating effectively in class discussions and class activities related to responsibility;
4. affirm a willingness to use law to guide his/her behavior in given situations; and,
5. demonstrate a willingness to assume responsibilities at home, at school and in the community.

C. Skill Goals

At the conclusion of this unit, each student will be able to:

1. observe and describe specific situations involving responsibility at home, at school, and in the community;
2. formulate hypotheses concerning the necessity for assuming responsibility in given situations;
3. predict likely consequences for specific behaviors in given situations involving responsibility;
4. predict likely consequences if a large number of people failed to meet their responsibilities;
5. choose from among alternatives in decision-making situations; and,
6. propose solutions to problems created by situations involving conflicting responsibilities at home, at school, and in the community.

General Description

Learning About Responsibility consists of a series of carefully sequenced learning activities designed to help fifth and sixth grade students become more aware of the nature of responsibility and more willing to accept responsibility in their daily lives. More specifically, it provides opportunities for intermediate age children to clarify their feelings and beliefs about responsibility, to become more aware of the kinds of responsibilities they, their parents and the members of their community have, to recognize the consequences that occur when they, or others, fail to meet their responsibilities or when their responsibilities are in conflict, and to develop a plan for becoming more responsible now and in the future.

The unit is divided into eleven lessons. Each lesson is described in summary fashion in an overview and the objectives are specified in behavioral terms. Handouts form the basis of each lesson and are printed on master dittos to enable the teacher to duplicate as many copies as are needed for a specific group of students. Procedures for each lesson are provided in sufficient detail to enable a teacher to use them effectively. In addition, a series of supplementary activities are included under the heading, "Enrichment Activities." While optional, these enrichment activities are provided to indicate additional opportunities for expanding each lesson. It is strongly recommended that they be given careful consideration in light of individual lesson objectives and student needs, interests, and abilities.

Learning About Responsibility may be implemented in one of several ways. One way is to use it as a mini-unit, with each lesson taught on consecutive days. This approach is likely to require three weeks, assuming that each lesson constitutes a day's work and that several enrichment activities will be selected and used.

A second way of using **Learning About Responsibility** is to divide it into three sub-units and teach each sub-unit between other instructional units. For example, sub-units may consist of lessons one through three, which deal with the nature of responsibility and responsible behavior, lessons four through six, which develop an awareness of the kinds of responsibilities students, their parents, and the members of their community have, and lessons seven through eleven which focus on the consequences of responsible and irresponsible behavior, a process for dealing with conflicting responsibilities, and ways to become more responsible both now and in the future. This approach would permit greater flexibility for using enrichment activities and engaging in on-going, long-range projects, reinforcement of important unit concepts at various times during the school year, and a less dramatic alteration of traditional curriculum requirements. Assuming that each lesson will be used with at least two activities per sub-unit, a minimum of seventeen to twenty instructional sessions would be needed for this approach.

A third approach is to expand **Learning About Responsibility** into a major instructional unit, taught over a period of five to eight weeks. This approach would permit greater depth and extensive use of enrichment activities. In addition, when used as a major unit, the interdisciplinary nature of **Learning About Responsibility** could be emphasized more effectively. While it is likely to be regarded as a social studies unit and taught within the framework provided for social studies instruction, **Learning About Responsibility** contains many learning activities that correlate highly with knowledge and skill objectives of other subject areas, principally language arts and art. Hence, if this approach is adopted, **Learning About Responsibility** offers many possibilities for enriching the intermediate school curriculum.

The approach selected, of course, will vary depending upon the nature of the teacher, the students, and the school. It is important to realize that **Learning**

About Responsibility is designed to be taught effectively using any one of these three approaches. Regardless of the approach selected, however, it is strongly recommended that the conceptual sequence of learning activities be followed.

Another special feature of **Learning About Responsibility** is the opportunity for the teacher to tailor instructional activities to the needs and interests of the class and to individual students within the class. In addition, by collecting all handouts distributed as well as other enrichment activity materials, each student may prepare and retain his/her own individualized booklet on responsibility.

Assessment of Student Performance

Learning About Responsibility provides many opportunities for evaluating student performance, both formally and informally. Objectives for the unit and for individual lessons are specified to aid the teacher in assessing pupil achievement.

Informal assessment of student performance through teacher observation of student participation in class discussions and other class activities related to the unit should be conducted on a continuous basis. The development of checklists and rating scales to measure student attainment of specific knowledge, attitude and skill objectives may be combined successfully with anecdotal records to provide cumulative evaluative information relating to student performance.

Formal assessment of student performance should also be undertaken. Lessons are well-suited to this purpose. For example, lesson three features a forced choice exercise which may be repeated at the end of the unit as a measure of attitude change. Other evaluative measures may be developed by the teacher for assessing student attainment of unit objectives.

By using both formal and informal evaluation, the teacher should be able to effectively assess the extent to which the objectives specified for the unit and for individual lessons have been achieved.

CONTENTS

Lesson One:	Who Is More Responsible?	Page 1
Lesson Two:	What Does "Being Responsible" Mean?	Page 6
Lesson Three:	What Do You Believe About Responsibility?	Page 11
Lesson Four:	What Are Some of My Responsibilities?	Page 15
Lesson Five:	What Responsibilities Do My Parents Have?	Page 19
Lesson Six:	What Are Some Responsibilities That People Who Work in My Community Have?	Page 26
Lesson Seven:	What If There Were No Responsibilities?	Page 38
Lesson Eight:	What Is The Responsible Thing To Do?	Page 43
Lesson Nine:	How Does Law Help Me to Know My Responsibilities?	Page 49
Lesson Ten:	What Happens When Responsibilities Conflict?	Page 58
Lesson Eleven:	What Can I Do To Become More Responsible?	Page 65

LESSON ONE: Who Is More Responsible?

Overview

Intermediate age students can often recognize responsible behavior when they are exposed to it. However, because of the nature of responsibility, they are likely to experience difficulty in deciding what constitutes responsible behavior in given situations. In this introductory lesson, a series of examples and non-examples are used to help students clarify the meaning of responsible behavior. More importantly, Lesson One asks students to consider why one response to a given situation is likely to be more responsible than another.

Objectives

At the completion of this lesson, the student should be able to:

1. distinguish between behavior that is more responsible and less responsible in each set of given situations;
2. tell why one response is more or less responsible than others when given possible responses in a specific situation; and,
3. state why responsible behavior is more desirable than irresponsible behavior.

Suggested Procedures

1. Give a copy of Handout One to each student.
2. Instruct students to read each of these stories in Handout One. Tell them that they are to decide which of the two children is acting more responsibly in each situation and then write the name of that child in the space provided.
3. Divide the class into groups of four to six students. In each group, have students compare their answers and give reasons for their choices. Encourage the students in each group to discuss how each of them would act in these situations.
4. After allowing sufficient time for the groups to meet and discuss the stories, reassemble the students to form one large group. Have students from each group tell the class what their group decided and the reasons for their decisions. Ask students to suggest reasons why Roy, Carla and Bryan were willing to act in more responsible ways than John, Cathy and Leonard.
5. Explore several of the situations, asking students to tell how they would act if faced with a similar situation. For example,
   a. **Situation 1-c:** Do you have a responsibility to tell your neighbor that his dog is loose?
   b. **Situation 2-c:** Do you have a responsibility to help a person who is injured?
   c. **Situation 3-a:** Do you have a responsibility to tell the truth?
6. Ask students to discuss why responsible behavior is more desirable than irresponsible behavior.

Enrichment Activities

1. Having introduced students to the concept of responsibility, ask them to provide several examples drawn from their own experience which they feel demonstrate a person acting in a responsible manner. To focus their thinking, ask for examples that occurred during the day from the time they got out of bed in the morning. Record student examples in outline form on the

chalkboard. After several examples have been suggested, refer to the list and ask for possible consequences if that person had not acted in a responsible manner. (For example: making bed — Either someone else had to make it or it will remain messed up until the person crawls into it that night.) Such a discussion should help students to see more clearly the meaning of responsible behavior as it applies to their own lives, as well as consequences that may occur if they do not behave in a responsible manner.

2. **Observation:** Have students look for at least four examples that show people acting in a responsible manner and four examples of people acting in an irresponsible manner. Remind them to attach no names to their examples. (Sometimes if anonymity is preserved students who otherwise would not participate may be encouraged to get involved.) Both sets of examples collected overnight could be written on a sheet of paper, folded, and exchanged several times among classmates. Students would then be reporting examples of responsible and irresponsible behavior without any names attached. Several examples may be listed on the board and the students could be asked to suggest consequences for each of the examples.

3. **Role Play:** Organize several groups of students containing 4 — 6 members and ask them to originate and develop a skit that offers several examples of responsible and irresponsible behavior. (Some very creative individuals might be interested in pantomiming incidents that display responsible and/or irresponsible behavior.) Allow free time or recess for the groups to "get their act together." As each group performs, the "audience" should be jotting down examples of responsible and irresponsible behavior to discuss at a later time. Then call upon the audience to describe the total drama and analyze the incidents depicted.

HANDOUT ONE: Who Is More Responsible?

1. John and Roy are brothers. One of them is more responsible than the other. Can you tell who it is? Here are some clues.

   a. John and Roy were watching television. Their mother called them for dinner. John immediately left the room. Roy turned off the television set and then left the room.

   b. John and Roy were eating dinner. When John finished eating, he got up from the table and went outside to play. When Roy finished eating, he waited until the other members of the family finished eating. Then he cleared the dishes and silverware from the table before he went out to play.

   c. John and Roy were playing outside. They noticed that their neighbor's dog was running loose. One of the brothers ignored the dog and continued to play. Who do you think this was? _____ _____. The other brother stopped playing to tell his neighbor about the dog. Who do you think this was? _____ _____.

   Question: Which of these boys is more responsible, John, or Roy? _____ _____. Why?

2. Carla and Cathy are in the same class at school. One of them is more responsible than the other. Can you tell who it is? Here are some clues.

   a. Carla and Cathy left the school building to play in the school yard at recess. They saw an empty soft drink can lying on the ground. Cathy kicked it into the parking lot. Carla picked it up and put it in a trash can.

   b. Carla and Cathy were on the playground. They wanted to play on the large slide. Carla climbed the slide and waited until the classmate in front of her reached the bottom and walked away. Cathy climbed the slide and went down it before Carla had reached the bottom. On the way down, Cathy's feet struck Carla on her back.

   c. Carla and Cathy were playing on the playground. They saw a small boy from another class fall down and cut his knee. The boy began to cry. One of the girls went over to help the boy. Who do you think this was? _____. The other girl paid no attention to the boy and continued to play. Who do you think this was? _____.

   Question: Which of the two girls is more responsible, Carla or Cathy? _____ _____. Why?

3. Leonard and Bryan are good friends. One of them is more responsible than the other. Can you tell who it is? Here are some clues.

   a. Leonard and Bryan were playing baseball. Their team was losing by one run. With two outs in the last inning, Bryan was tagged out on a close play. When the two teams began to argue, Bryan admitted that he was out. Leonard got mad and told Bryan that he should have said he was safe.

   b. Leonard and Bryan got mad at their teacher. Leonard wanted to sneak into the room when the teacher was not there and rip the pictures on the teacher's bulletin board. Bryan went to talk to the teacher to tell her why they were upset.

   c. Leonard and Bryan had a long report to do for their teacher. One of the boys did not start to write the report until the night before it was due. He was unable to turn it in on time. Who do you think this was? _____. The other boy began working on the report when it was assigned. He was able to turn it in on time. Who do you think this was? _____.

   Question: Which of the boys is more responsible, Leonard or Bryan? _____ _____ . Why?

LESSON TWO: What Does "Being Responsible" Mean?

Overview

Being responsible means different things to different people. While a precise definition for "being responsible" may not be generally agreed upon, the concept can be approximated by considering several points of view. Lesson Two features a decoding activity to present students with six different meanings for "being responsible." After these six definitions are decoded, students rank order and discuss the acceptability of each definition. Thus, Lesson Two provides an opportunity for students to further clarify the meaning of responsible behavior.

Objectives

At the completion of this lesson, the student should be able to:

1. state a personal description of the meaning of responsible behavior; and,
2. present a rationale for his/her definition of responsible behavior.

Suggested Procedures

1. Distribute a copy of Handout Two to each student.
2. Tell students to read and follow the directions at the top of Handout Two. Clarify the directions, if needed. Provide ample time for students to decode the sentence endings. [Note: The decoding can be done as individual seat work while small group instruction is being used.]
3. Check to ensure the accuracy of student work. Clarify words (or sentence endings) if needed.
4. Ask students to rank order the completed sentences on a six-point scale, with 1 = best describes what being responsible means to them to 6 = least describes what being responsible means to them.
5. Using a show of hands, tally student responses on chalkboard or on a transparency in a manner similar to that which follows.

BEING RESPONSIBLE MEANS DOING . . .

Definitions	Best Describes 1	2	3	4	5	Least Describes 6
A. What you are told						
B. What you think is right						
C. Things to please others						
D. What helps you get favors						
E. Things so you are not punished						
F. Things that your friends do						

6. Discuss student responses, asking students to give reasons for their choices. If preferred, have students give specific examples of how a person could be considered acting in a responsible way according to each of the six defintions.
7. Permit students to suggest other possible definitions for "being responsible." Have the class as a whole, or students individually, write an acceptable definition of what "being responsible" means.

Enrichment Activities

1. **Interview.** Have each student interview one of their parents and either a grandparant or an older person in their neighborhood. In the interviews, have students ask for a definition of "being responsible" and such questions as: (a) "What responsibilities did you have when you were my age?;" (b) "What happened if you did not carry out your responsibilities?;" and (c) "Do children have more or less responsibilities today?" Provide opportunities for students to tell what they found out in their interviews, preferably not all at the same time but throughout the week and at different times during the day. If there is a teacher or administrator in the building who has taught for more than twenty years, invite him/her to the class to discuss the types of responsibilities he/she had as a child and how the responsibilities of children may have changed since he/she was a child.

2. **Survey/Data Collection.** Have the class compare their ranking of the definitions of responsibility provided in the handout with those of other groups. Provide each student, or group of students, with copies of the six definitions given in Handout Two. Students could then give these lists to others (e.g., parents, teachers, third graders, or another class of the same grade) and ask them to rank the six definitions from 1 to 6, with 1 = best describes what being responsible means to 6 = least describes what being responsible means. The results could be tallied and comparisons made among the groups surveyed. For example, students may find that parents rank "What you think is right" as their top choice and third graders rank "Things so you are not punished" as their first choice. Have students consider how the other groups were similar to and/or different from their class and from each other. Explore reasons why different people attach a variety of definitions to the concept of responsibility.

3. **Using Kohlberg's Theory of Moral Development.** This lesson, and unit, could be used effectively by a teacher interested in and familiar with the work of Lawrence Kohlberg. Moral dilemmas can be developed and used in various places throughout the unit. For further information about Kohlberg's theories, the teacher may find the following helpful: Kohlberg's article in **Phi Delta Kappan** (June, 1975), **Promoting Moral Growth,** by Hersh, Paolitto and Reimer (Longman, 1979), **Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom** by Galbraith and Jones, (Greenhaven Press, 1976), and articles by Edwin Fenton and Jack Fraenkel in **Social Education** (April, 1976 and January, 1977).

HANDOUT TWO: What Does "Being Responsible" Mean?

We are often told to be responsible. But we may have different ideas about what "being responsible" means. You will find some of these ideas below. They are written in code. Use the "code key" to complete these sentences. Then think of what "being responsible" means to you.

Code Key

1 = f	8 = a	14 = h
2 = s	9 = k	15 = t
3 = u	10 = r	16 = l
4 = m	11 = i	17 = g
5 = d	12 = e	18 = o
6 = p	13 = n	19 = w
7 = y		20 = v

A. Being responsible means doing _____ _____ _____ _____
19 14 8 15 7 18 3 8 10 12

_____ _____ _____ _____.
15 18 16 5

B. Being responsible means doing _____ _____ _____ _____ _____
19 14 8 15 7 18 3 15 14 11 13 9

_____ _____ _____ _____ _____ _____.
11 2 10 11 17 14 15

C. Being responsible means doing _____ _____ _____ _____ _____ _____
15 14 11 13 17 2 15 18 6 16 12 8 2 12

_____ _____ _____ _____ _____ _____.
18 15 14 12 10 2

D. Being responsible means doing _____ _____ _____ _____ _____ _____
19 14 8 15 14 12 16 6 2 7 13 3

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____.
17 12 15 1 8 20 18 10 2 1 10 18 4 18 15 14 12 10 2

E. Being responsible means doing _____ _____ _____ _____ _____ _____
15 14 11 13 17 2 2 18 7 18 3 8 10 12

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____.
13 18 15 6 3 13 11 2 14 12 5

F. Being responsible means doing _____ _____ _____ _____ _____ _____
15 14 11 13 17 2 15 14 8 15 7 18 3 10

_____ _____ _____ _____ _____ _____ _____ _____ _____.
1 10 11 12 13 5 2 5 18

LESSON THREE: What Do You Believe About Responsibility?

Overview

Students are likely to hold different beliefs about responsibilities. While some may regard them as useful guides to appropriate behavior, others may think of responsibilities as a burden. Thus students may view acting in a responsible manner as a positive or negative attribute.

A forced choice exercise is used in Lesson Three to assist students in further clarifying their beliefs about responsibility and responsible behavior. When coupled with the activities and discussions of the previous two lessons, these activities should help students recognize that responsible behavior is generally perceived more positively than irresponsible behavior and become more willing to accept their responsibilities in a range of situations.

Objectives

At the completion of this lesson, the student should be able to:

1. express positive beliefs about the need to accept responsibilities;
2. state at least two reasons why responsible behavior is more desireable than irresponsible behavior;
3. identify at least two characteristics of a responsible person.

Suggested Procedures

1. Pass out a copy of Handout Three for each student. Have students read the instructions at the top of the handout and complete the forced choice exercise. [Note: Students should be asked to indicate how they personally feel about each of the statements. Assure them that this is not a test and that their responses will not be graded.]
2. When students have had sufficient time to mark their responses, use a hand count to tally the results. Record the responses on the chalkboard to show the number of students selecting "agree" or "disagree" for each statement. [Note: The teacher may wish to save the results of this exercise and repeat it as an enrichment activity or evaluation exercise in Lesson Eleven.]
3. Discuss student choices, focusing on statements that have the greatest spread of opinion or that provoke the greatest degree of interest. Ask students to share reasons for their choices.
4. Discuss selected statements, having students (or the teacher) provide specific examples to illustrate each statement discussed. For example, statement six would be a good choice for this purpose. Questions to explore include: (a) "In what ways are children **not** expected to be as responsible as adults?"; (b) "Why are children not always expected to be as responsible as adults?"; and, (c) "Do children have more or less freedom than adults to do what they want to do? Should they?"

Enrichment Activities

1. **Constructing a Bar Graph.** Prepare a list of words which students might use to describe a friend. The list could include such words as "dependable," "honest," "helpful," "responsible," "polite," "smart," "athletic," "cheerful," "understanding," "loyal," and "funny." Have each student select the five words from the list that he/she feels are most important qualities for a friend to possess. Collect and tally results. After the five most popular items are determined, list them on the board with their respective tallies. Make a bar graph

on chart paper big enough to be displayed in the room. Put a title on the chart (e.g., "In Room 101, a Friend is:"), and then place the five most frequently selected words on the chart in accordance with the number of votes each word received. Discuss the results. [Note: Responsibility may or may not end up on this list. In either event, discuss why it did or did not appear as one of the five most frequently selected qualities of a friend.]

2. **Creative Writing.** Have the students write a story about the type of person they would like to have sitting beside them. Tell them to choose three to five words from the list in Enrichment Activity One for this lesson, and then use these words in their story. Collect all the stories with no names attached. Display them on a bulletin board or open wall for all to examine and read during the next few days. As this informal reading assignment is being performed, students may begin to see some areas that are valued highly by their classmates but seldom verbalized. The teacher also can see if the concept of responsibility begins to appear on such exercises without it necessarily being part of the assignment.

3. **Compare and Contrast Activity.** Ask students to think of types of responsibilities they now have that they did not have as first and second graders. List several specific areas that they should include in this profile (e.g., T.V.; bedtime; play; shopping; staying alone; school work; chores; and clothing). After individually completing their lists, let students discuss them in small groups. Have each group summarize the lists and then report the results to the class for further comparison with other groups. Ask students to consider such questions as (a) "Did the responsibilities of most students change in each area?"; (b) "How did they change?"; (c) "Why do you think they changed?"; and, (d) "What might happen if they did not change?" After examining past and present responsibilities in these specific areas, have the students suggest some of the responsibilities that lie ahead of them. Again each group can report its findings to the total class.

HANDOUT THREE:
What Do You Believe About Responsibility?

Each of us may have different feelings about responsibility. But we may not always think about them or talk about them with others. Here are some statements to help you do this. Show how you feel about each statement by circling either the word "agree" or "disagree" next to it.

Agree	Disagree	1. Fifth and sixth graders are expected to be more responsible than first and second graders.
Agree	Disagree	2. People who are responsible make better friends than those who are not.
Agree	Disagree	3. It is not always necessary to be responsible.
Agree	Disagree	4. My responsibilities include making sure others do what they are supposed to do.
Agree	Disagree	5. It's easy to know what is the responsible thing to do.
Agree	Disagree	6. Children should always be held responsible for what they do.
Agree	Disagree	7. Rules and laws help us to know our responsibilities.
Agree	Disagree	8. Responsibility is important for people of all ages.
Agree	Disagree	9. A responsible person does the right thing even when alone.
Agree	Disagree	10. Being responsible always makes me popular with my classmates.
Agree	Disagree	11. Being responsible is important only when others are affected.
Agree	Disagree	12. It is easy to be responsible.

LESSON FOUR: What Are Some Of My Responsibilities?

Overview

Students are more likely to act in a responsible manner if they know what their responsibilities are. In Lesson Four a series of six pictures are used to suggest areas where students have responsibilities. In a small group brainstorming activity, students identify a range of responsibilities they have at home, at school, and in the community and some of the sources they use to help them know what these responsibilities are.

Objectives

At the completion of this lesson, the student should be able to:

1. list several responsibilities he/she has in the home, at school, and in the community;
2. tell why responsibilities change in different situations (i.e., classroom, playground, library, etc.); and,
3. describe at least three ways he/she might determine his/her responsibilities in given situations.

Suggested Procedures

1. Give each student a copy of Handout Four. Then divide the class into six groups. Assign each group one of the six areas shown on the handout.
2. Tell students in each group to think of all of the responsibilities that they have in the area assigned to them and then list these responsibilities on a piece of paper.
3. Allow sufficient time for students to complete this task. [Note: The teacher is encouraged to meet briefly with each group while the other groups are meeting to ensure that the students understand the assignment and to answer questions or provide guidance as needed.]
4. Have one student from each group report to the class on the responsibilities his/her group identified. Write these on the chalkboard. Permit students in other groups to add to the list. Repeat this process until all six groups have shared their lists with the class.
5. Discuss the lists of responsibilities identified by the students. Explore **how** and **why** responsibilities can vary from situation to situation and person to person (e.g., from home to home; in the home, at school and in the community; within a specific area such as the school — classroom, playground, library, bus, etc.)
6. Ask students how they knew what their responsibilities were in each of the six areas. Explore how people become aware of their responsibilities. Discuss such sources as:
   a. watching other people act in similar situations;
   b. being told by an authority figure, such as a parent, a relative, a teacher, or a clergyman;
   c. learning the rules and laws that govern different parts of our lives;
   d. agreeing with other people to act in specific ways; and,
   e. "listening" to our conscience, our own sense of what is right and wrong, appropriate and inappropriate.
7. Ask students to provide specific examples of responsibilities they or others

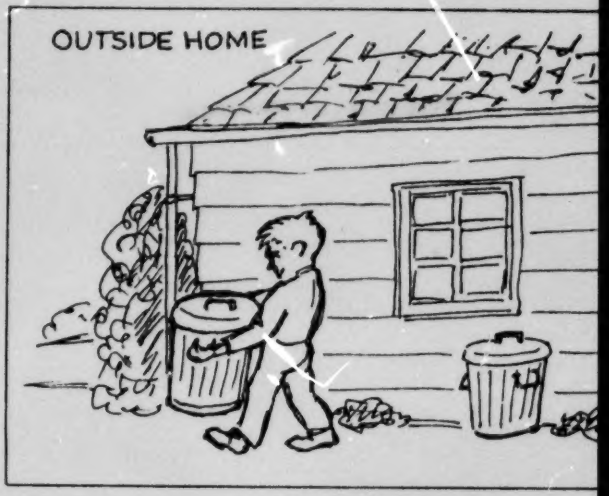
have become aware of for each of the sources given above in procedure six. If deemed worthwhile, use responsibilities suggested by students that are listed on the board and ask students to identify the source relied upon for knowing each of these responsibilities. A tally could be taken to help determine which of the sources is relied on most frequently.

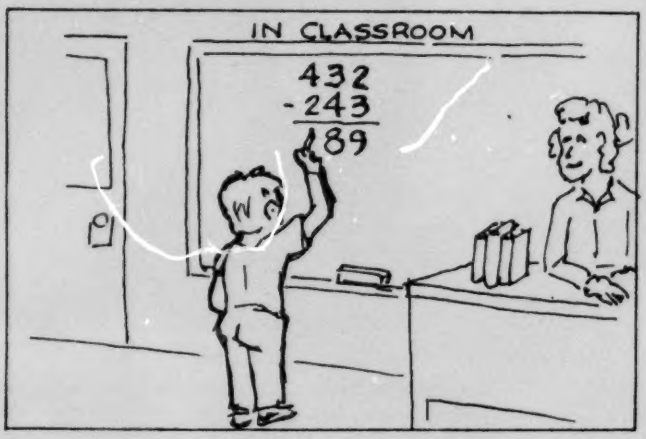
Enrichment Activities

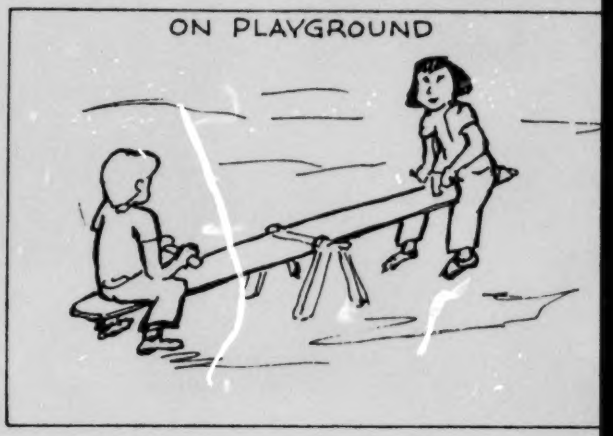
1. **Using a Mural.** Have the students paint a mural depicting the responsibilities they have in each of the different areas of their school. Groups should be formed to work on each of the areas selected. These areas might include the classroom, the library, the cafeteria, the gymnasium, the administrative offices, the playground, the hallway, the art room, the bus loading platform, as well as other suitable areas in your school. The groups can meet to decide what they should include as responsibilities in their area and then be encouraged to be creative in displaying their ideas on the mural. This may be displayed on a wall in the classroom or along the hallway outside the room.
2. **Using a Collage.** Have students collect examples of signs that remind them about responsibilities that they discussed in Lesson Four and paste or tack these on a poster or bulletin board. A title similar to "Signs That Remind Us About Our Responsibilities" should be used. Pictures of signs may be cut from newspapers and magazines as well as old texts to be discarded. Allow students one to two weeks to complete their collage. A follow-up discussion could focus on questions such as "Where do we find such signs?"; "What do they remind us to do?"; "What might happen without them?"
3. **Field Trip/Observation Activity.** If the classroom is located in an urban or suburban setting, students might take a walk into the community to find signs that remind them of various responsibilities. A camera may be used to take pictures of the signs, being sure to include several of the students who could be called upon to identify the particular responsibilities associated with "their" sign. Students who ride in a bus or car to school could be asked to make observations on their trips to and from school and then draw pictures of the signs they see that remind them of various responsibilities. The photos and/or pictures could be displayed on a chart or bulletin board. Replicas could be reproduced on heavy cardboard and painted, and then posted around the room in various places to remind students of their responsibilities. For example, "No Parking" by the water fountain, "Do Not Enter" over the closet, or "Quiet Zone" near the reading center.

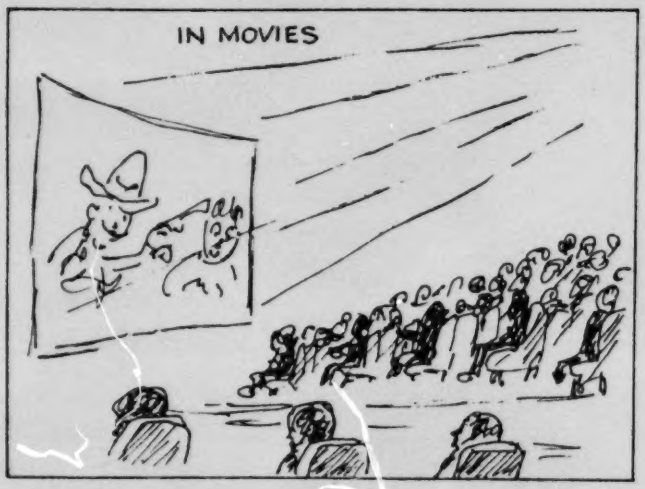
HANDOUT FOUR: What Are Some of My Responsibilities?

All of us have responsibilities. Use the pictures on this page to identify some of the responsibilities that you have in each of these areas.









LESSON FIVE: What Responsibilities Do Parents Have?

Overview

Students may not recognize the range of responsibilities that adults accept, especially those that parents assume. Such recognition can lead to greater acceptance of parental actions as well as more positive attitudes toward acting in a responsible manner. A story is used in Lesson Five to increase student awareness of the responsibilities that they have and, more importantly, the responsibilities that parents have. By identifying words in the story, students discuss a range of responsibilities that parents have related to their families, their jobs, their possessions, and themselves as individuals.

Objectives

At the completion of this lesson, the student should be able to:

1. list at least five responsibilities he/she has in the home;
2. list several responsibilities that parents generally assume for their families, their jobs, their possessions, and themselves;
3. describe why it is important for parents to be responsible; and,
4. identify specific situations which require responsible behaviors by their parents.

Suggested Procedures

1. Give a copy of Handout Five-A to each student. Instruct students to read the story, "Linda and Her Father Get Ready for School."
2. When students finish reading this story, tell them to circle all of the words in the story that suggest a responsibility that either Linda or her parents have.
3. Pass out a copy of Handout Five-B to each student. Tell them to select some of the words they circled that suggest important responsibilities of Linda and her parents. List these in the appropriate places on Handout Five-B, under the heading, "Story Clue." Then have students write in the responsibilities suggested by the words they listed. Point out the example provided in number one under "Mr. and Mrs. Spano's Responsibilities." Provide sufficient time for students to complete this task.
4. Call on student volunteers to tell some of the story clues they used and the respective responsibilities associated with these clues. List them on the chalkboard under the headings, "Linda's Responsibilities" and "Mr. and Mrs. Spano's Responsibilities." Supplement these lists as required. Among the various possibilities are:

   A. **Linda's Responsibilities**

      1. Obey her parents (got up; do schoolwork)
      2. Protect her health (sleep; wash up; eat a good breakfast)
      3. Take care of her property (make bed; fix bicycle)
      4. Education (go to school; do schoolwork)
      5. Share family jobs (cleared the table; lock the house)
      6. Getting along with others (saying good-bye to mother; greeting father)

   B. **Mr. and Mrs. Spano's Responsibilities**

      1. provide food (breakfast, lunches)
      2. provide shelter (house; bed, her room)

3. provide clothing (favorite outfit; laundry)
4. ensure schooling for child (get ready for school; finish homework)
5. provide an income (leave for office; go to work; pay bills)
6. supervise child (no television; finish homework; lock house)
7. family jobs (laundry; packing lunches; fix bicycle; cleaners)
8. care of family property (check oil and water; order new tires; drive slowly down the street)
9. personal care (finish dressing)
10. teaching job (graded papers; promised; arrived at school early)
11. getting along with others (greeted and talked with Linda; warned child in the street)

5. Discuss the range of responsibilities identifed by students. Explore reasons why it is important for parents to be responsible.
6. Use the story to help students identify specific situations which require parents to act responsibly and to suggest the consequences of irresponsible actions. For example: (a) go fishing or go to work?; (b) drive the car carefully or recklessly?; (c) perform or ignore household jobs such as doing the laundry?; or, (d) take an interest in child's progress at school or ignore it?

Enrichment Activities

1. **Exploring Family Differences.** The teacher may wish to use this opportunity to have students consider how family responsibilities may vary within different types of households (e.g., family in which only one parent works; a single parent family; a family that has a grandparent living with it). Students could be asked to rewrite the story assuming that only Mr. Spano works or that Mrs. Spano is the only parent in the home. This activity could be used to help students understand differences in family situations, how responsibilities might be shared differently in different homes and in different family situations, and how some responsibilities remain constant despite differences in family situations.
2. **Interview.** Encourage students to interview parents or older members of their family to determine what they see as their primary responsibilities. A series of statements by the student describing these responsibilities may be dropped into a box. After a few days, the teacher may begin to read and summarize the data or have a group do the task. The information could then be presented to the class as an oral summary or written on a chart paper for all to examine, or both. The teacher, if also a parent, may want to share additional information on parental responsibility.
3. **Picture Interpretation.** The teacher selects five to ten pictures from magazines and/or newspapers that show adults assuming some type of responsibility. Try to find pictures that include teaching, safety, property, food, personal appearance, child care, and some that depict foreign cultures. Display these pictures somewhere in a corner of the room where students have access to them during free time. Make slips of paper available under each picture so that students can write a statement describing the responsibility they think is being demonstrated. Encourage students throughout the week to write a statement for each picture. Have a bag or box with a slit beside each picture so the statements can be collected. After most of the students have had the opportunity to participate, begin to read selections for some of the pictures

as time permits. The best selections describing the responsibility shown in the picture should be posted below it. This activity should help to increase student awareness of the variety of responsibilities that one assumes as an adult.

4. **Prose or Poetry.** Have the students write an account describing the responsibilities of an adult member in their household. This account may be in the form of prose or poetry. Students may share their completed papers with another person in the room, preferably a friend. After the sharing, ask the friends to relate the one thing that impressed them most about an adult's responsibility in another household. If the teacher or students feel this is an invasion of privacy, have each person choose the thing that impressed him/her most about the adult responsibility described on the paper, write it on a separate sheet of paper, and collect student papers in a bag. Then the teacher or a student can print the responses on a sheet of chart paper for all to see without any names attached. This activity should help students begin to recognize some of the responsibilities that classmates think are important and those that he/she might wish to acquire or continue to assume.

Linda and Her Father Get Ready for School

Linda's alarm clock rang at 6:30 a.m. She quickly turned it off and went back to sleep in her warm, comfortable bed. Then minutes later she was awakened by her mother's knock at the door. "Get up, Linda," she heard her mother say in a loud voice. "It's time for you to get ready for school."

Rubbing her eyes, Linda got up. She went into the bathroom to wash and soon returned to her room to get dressed. Since her mother had done the laundry yesterday, she could choose her favorite outfit to wear. After getting dressed and making her bed, she came downstairs to eat breakfast.

By this time her mother was ready to leave for the office. Linda said good-bye to her mother and then came into the kitchen. Her father was busy packing their lunches for school. After greeting him, Linda sat down to eat a breakfast of juice, milk, cereal and toast. While she was eating, she talked with her father. She reminded him that he had promised to fix her bicycle. He told her that he had remembered and that he would do it when he returned home from his job.

Linda finished eating breakfast and then cleared the table. She headed for the living room to watch some television before it was time to go to school. But her father stopped her. "No television this morning, Linda," he said. "You need to finish your homework."

Linda complained at first. She would have preferred to watch cartoons instead of doing her math homework. But, she knew her father was right. The homework assignment was due today and she had not finished it. "That's my Dad," she thought to herself. "He sees to it that I do my schoolwork before I'm able to play or watch television." She picked up her school books and sat down at the dining room table to work.

Mr. Spano, Linda's father, was a school teacher. He was hurrying to get ready to go to school himself. After talking with Linda, he went upstairs to finish dressing. Putting on the blue sports jacket he had picked up at the dry cleaners yesterday, he glanced out the window and saw that the sun was shining brightly. "Great day for going fishing," he thought. "I hope it stays like this until Saturday when I don't have to go to work."

Soon Mr. Spano came downstairs again. He went to the dining room where Linda was working on her math homework. He reminded her to lock the door and take the keys with her when she left for school. Then he kissed her and left the house.

Mr. Spano got into his car and began to drive away. But he didn't get very far. He stopped suddenly, got out of his car and went back into the house again. "Almost forgot the test papers I graded last night," he called to Linda. "I promised to return them today. My students would have been disappointed if I had forgotten them."

As Mr. Spano began walking to his car again, he reminded himself that he should have its oil and water checked the next time he bought gas. "I better order those new tires, too," he thought. "Hmm, that will be another bill to pay."

After getting into his car, he began to drive slowly down the street. All of a sudden, one of the neighborhood children ran into the street in front of his car. He stopped quickly and got out of the car to talk with the child. He reminded that child of the dangers of running into the street. "It's a good thing," he said, "that I was driving slowly. If I wasn't, I might not have been able to stop in time. Be more careful in the future. Look before you run into the street again."

The rest of the trip went as he expected. Five red lights and not much traffic. He arrived at school more than one half hour early. "Good," he thought. "This will give me enough time to get the things ready that I need for today's lessons."

HANDOUT FIVE-B: Linda And Her Father Get Ready For School

Directions: Read the story. What responsibilities did Linda have? What responsibilities did her parents have? Circle the words in the story that tell about these responsibilities. Write some of these words in the spaces below. Next to each of the words, write what the responsibilities are.

Linda's Responsibilities

	Story Clue		**Linda had a responsibility to:**
1.	_____	:	_____
2.	_____	:	_____
3.	_____	:	_____
4.	_____	:	_____
5.	_____	:	_____
6.	_____	:	_____

Mr. and Mrs. Spano's Responsibilities

	Story Clue		**Mr. and Mrs. Spano had a responsibility to:**
1.	bed	:	provide a place for Linda to sleep.
2.	_____	:	_____
3.	_____	:	_____
4.	_____	:	_____
5.	_____	:	_____
6.	_____	:	_____
7.	_____	:	_____
8.	_____	:	_____
9.	_____	:	_____

LESSON SIX: What Are Some Responsibilities That People Who Work In My Community Have?

Overview

Within a community, different people assume responsibility for different things. A judge, teacher, mechanic, and other community workers are expected to perform job-related functions in a responsible manner so that the community can operate smoothly. Students need to recognize that responsibilities are a part of any occupation.

With a series of word puzzles, students in Lesson Six use clues in each puzzle to identify words which, in turn, describe a particular community worker. After identifying the eight community workers in the puzzles, students discuss each worker's responsibilities and the importance of having community workers carry out their responsibilities.

Objectives

At the completion of this lesson, the student should be able to:

1. describe several occupations in the community and at least two responsibilities that are associated with each; and,
2. accept the need for community workers to carry out their responsibilities.

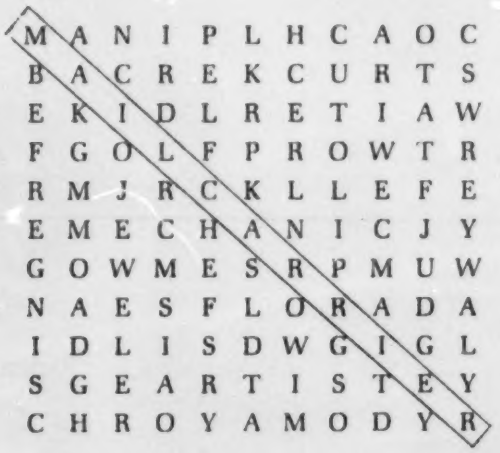
Suggested Procedures

1. Divide the class into two groups. Give one group the first two pages of Handout Six (i.e., 4 puzzles) and the other group the last two pages of Handout Six (i.e., four other puzzles).
2. Have students in each group divide up into pairs. Check to make sure that each pair of students has the same pages of the handout.
3. Review instructions for solving the puzzles which are given in Handout Six. [Note: Students may experience some difficulty initially in understanding how to proceed. After carefully reviewing the instructions, check as students are working to ensure that they understand what to do. An answer key for teacher use is provided at the end of the enrichment activities for this lesson.]
4. Assign each pair responsibility for solving two of the puzzles. Permit them to solve the other two on the page, if time permits. [Note: This activity could be completed during the day while other small group instruction is taking place.]
5. After a sufficient period of time, pass out the other pages of the handout to students, so that students have all eight puzzles. Use transparencies of the puzzles, if possible. Call on different students to reveal the word clues and the identiy of the community worker in each puzzle. [Note: The teacher may wish to use this opportunity to review some of the vocabulary words used in the puzzle (e.g., gavel; pliers; arrest; socket).]
6. List each of the community workers on the chalkboard. Ask students to identify the responsibilities that each of these workers has. Write the responsibilities below the worker's title. Add to the list of responsibilities as needed.
7. Discuss the need for each of these community workers to carry out his/her responsibilities. Explore what could happen if one or more of these community workers did not carry out his/her responsibilities.

Enrichment Activities

1. **Word Game.** Type (or print) the following letters, with occupations below

them, on a spirit master ditto and run off sufficient copies for each student in the class. Ask students to find as many of the occupations as they can in the list of letters. Circle each occupation as it is found. Then have students list on the back of the paper two responsibilities associated with each of the occupations they found. After providing sufficient time, have students identify the location of the occupations in the word list (the teacher may wish to use a transparency for this purpose) and the responsibilities they identified for each of the various occupations.


M A N I P L H C A O C
B A C R E K C U R T S
E K I D L R E T I A W
F G O L F P R O W T R
R M J R C K L L E F E
E M E C H A N I C J Y
G O W M E S R P M U W
N A E S F L O R A D A
I D L I S D W G I G L
S G E A R T I S T E Y
C H R O Y A M O D Y R

1. Mailcarrier
2. Judge
3. Mechanic
4. Jewler
5. Mayor
6. Lawyer
7. Golf pro
8. Chef
9. Pilot
10. Model
11. Singer
12. Trucker
13. Artist
14. Waiter
15. Coach

2. **Pantomime.** Have the students pantomime responsibilities of the various helpers in the school. Include teacher, principal, secretary, cook, librarian, janitor, nurse, etc. Have the class identify the helper as well as the responsibility.
3. **Who Am I?** Prepare a sufficient number of slips of paper before this activity is to be used and mark each with a different career. To begin the game, select a student to draw a career from the hat. Students in the class are then allowed to ask questions that can only be answered by a yes or no. Questions should be related to responsibilities, such as: "Are you responsible for making sure that people get to work on time?"; "Are you responsible for people's safety?"; "Are you responsible for satisfying customers?" Do not allow students to use base words of certain careers in their questions, such as "Are you responsible for putting out **fires?** (for fire fighter), or **teach?** (for teacher), **bake?** (for baker), etc. Allow the class to ask only ten questions, including guesses.

   A variation of the game would be to divide the room into two teams and let each person on both teams select a career and list five responsibilities associated with that career. Have students check with team members to guard against one career being chosen by more than one team member. The objective of the game is to stump the other team by thinking up creative but accurate ways to describe the five responsibilities associated with each career selected.

The game begins when a player from one side gives a clue for his/her secret career. One person is called upon to guess from the opposing side by raising a hand and being recognized. If the guess is wrong, a second clue is given and so on until all five clues have been used. Points are awarded to the guessing team according to how quickly they get the answer. A five-point score is awarded if the correct guess is made on the first clue, four points on the second clue, three points on the third clue, two points on the fourth clue, one point on the fifth clue, and zero points if no correct guess is made. A player from the guessing team may only get one chance during any one career. The team that ends up with the most points wins the game.

4. **Writing/Research Activity.** Have each student select an occupation he/she would like to have when they become an adult. Have each student write a story ("I Want To Be A ??? When I Grow Up Because . . .) in which he/she describes why he/she wishes to have this as an occupation and the kinds of responsibilities associated with the task. Provide opportunities for students to do additional research so they can become more familiar with the nature and responsibilities of the occupation selected. Encourage students to use library books, magazines, and interviews with people in this occupation. At various times during the week, have students report orally to the class on what they have found out. Student stories could be displayed on a bulletin board ("What We Want To Be When We Grow Up") or in a learning center so other children in the class could see and read these stories.

Teacher Key For Word Puzzles In Handout Six

Puzzle No. 1

DOWN:

1. A crisp, browned piece of bread ..... TOAST
2. To demand someone to do something ..... ORDER
3. Paper used instead of money; rhymes with wreck ..... CHECK

ACROSS:

4. You buy things with it ..... MONEY
5. Fruits, vegetables, breads, meats ..... FOOD
6. The first hit of the ball in tennis or volleyball ..... SERVE

COMMUNITY WORKER: Waitress or Waiter

Puzzle No. 2

DOWN:

1. Does not sound like automobile but is one ..... CAR
2. Another name for prison ..... JAIL
4. Handcuffs may be a part of this ..... ARREST
5. May be called a pistol ..... GUN

ACROSS:

1. Rhymes with dime but does not pay ..... CRIME
3. A pin, emblem, or ribbon ..... BADGE

COMMUNITY WORKER: Police Officer

Puzzle No. 3

DOWN:
1. Rhymes with boat and means to choose ..... VOTE
2. Chief person on a ship ..... CAPTAIN
3. Force, energy, strength ..... POWER

ACROSS:
1. Indians once lived in this ..... VILLAGE
4. A place where thousands of people live ..... CITY
5. Another place to live; rhymes with clown ..... TOWN

COMMUNITY WORKER: Mayor

Puzzle No. 4

DOWN:
1. Ball teams sit on this ..... BENCH
2. Piece of clothing worn over pajamas; goes with bath ..... ROBE
3. Gravel minus "r"; a type of hammer ..... GAVEL

ACROSS:
4. A type of rule. ..... LAW
5. Must have a noun and a verb ..... SENTENCE
6. You play tennis on this. ..... COURT

COMMUNITY WORKER: Judge

Puzzle No. 5

DOWN:
1. A kind of jam; caused by having too many cars or trucks on the road . TRAFFIC
2. A symbol. ..... SIGN
3. A man or woman who is fully grown up ..... ADULT
4. Baby goats ..... KIDS

ACROSS:
5. A painted area on a street used to tell people where to walk ..... CROSSWALK
6. A building used for education ..... SCHOOL

COMMUNITY WORKER: Crossing Guard

Puzzle No. 6

DOWN:
1. The parts of the alphabet ..... LETTERS
2. A road or course to be followed ..... ROUTE
3. Can be a boy or a man ..... MALE

ACROSS:
4. To take a package to someone ..... DELIVER
5. Wood or metal; used to hold up a fence ..... POST
6. Can be a girl or a woman. ..... FEMALE

COMMUNITY WORKER: Letter Carrier

Puzzle No. 7

DOWN:
1. A witch's transportation ..... BROOM

2. What you get when you crumble chalk ..... DUST
3. Without dirt; neat and tidy ..... CLEAN

ACROSS:
1. A structure having walls and a roof ..... BUILDING
4. A clown may use it for hair ..... MOP
5. What you do with no. 1 down ..... SWEEP

COMMUNITY WORKER: Janitor

Puzzle No. 8

DOWN:
1. A tool for gripping small objects, bending or cutting wire, etc. ..... PLIERS
2. Place to store an automobile ..... GARAGE
3. Chevrolet, Ford and Datsun ..... CARS

ACROSS:
1. Together, they make a whole ..... PARTS
4. Melted bacon fat, or to lubricate ..... GREASE
5. Rhymes with rocket ..... SOCKET

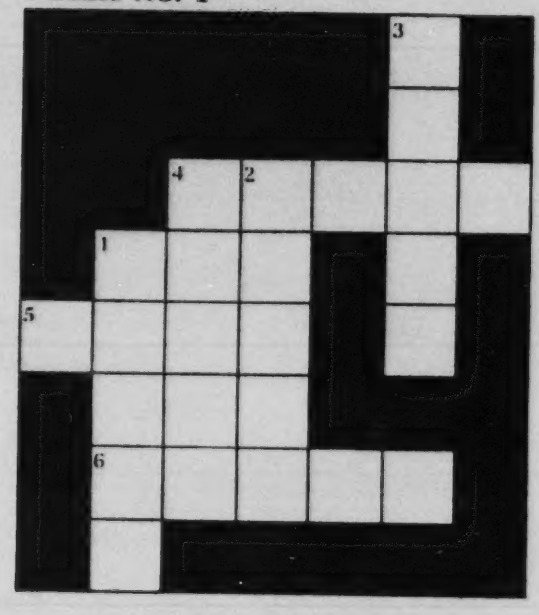
COMMUNITY WORKER: Mechanic

HANDOUT SIX: What Are Some Responsibilities That People Who Work In My Community Have?

A community depends on many people accepting different responsibilities. We all benefit from having community workers carry out their responsibilities. Here are eight puzzles that may help you know more about some of the people who work in your community and the responsibilities that they have.

These are a special kind of puzzle. To solve each puzzle, you must do two things. First, use the clues below each puzzle to fill in the words. Second, use the words you have filled in as clues to discover the identity of the community worker. Then write the name of the community worker in the space below the puzzle.

Puzzle No. 1



COMMUNITY WORKER:

_____

CLUES

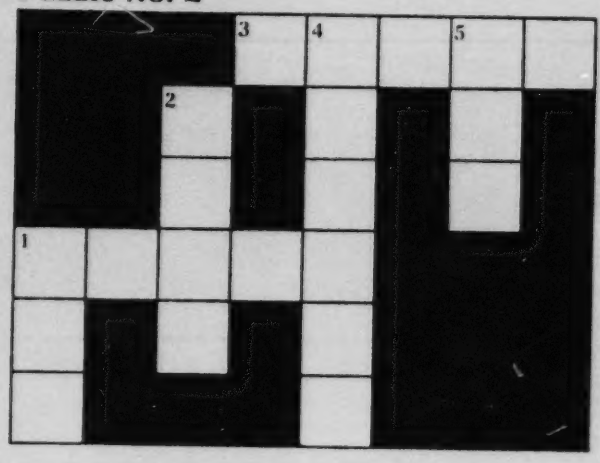
DOWN:

1. A crisp, browned piece of bread.
2. To demand someone to do something.
3. Paper used instead of money; rhymes with wreck.

ACROSS:

4. You buy things with it.
5. Fruits, vegetables, breads, meats.
6. The first hit of the ball in tennis and volleyball.

Puzzle No. 2



COMMUNITY WORKER:

_____

CLUES

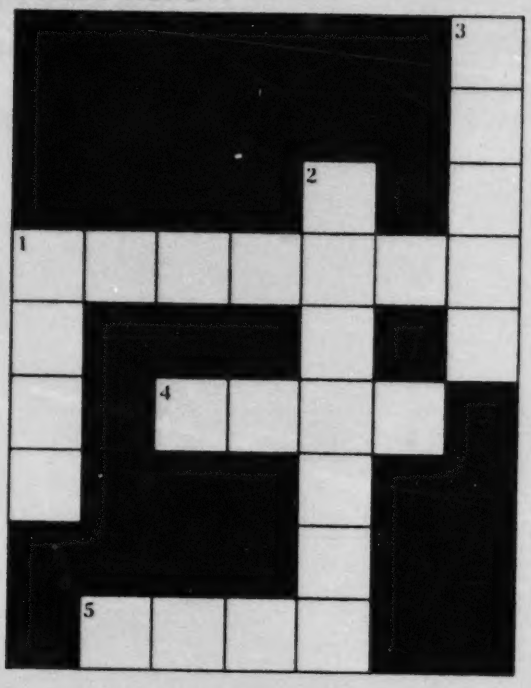
DOWN:

1. Does not sound like automobile but is one.
2. Another name for prison.
4. Handcuffs may be a part of this.
5. May be called a pistol.

ACROSS:

1. Rhymes with dime but does not pay.
3. A pin, emblem, or ribbon.

Puzzle No. 3



COMMUNITY WORKER:

_____

CLUES

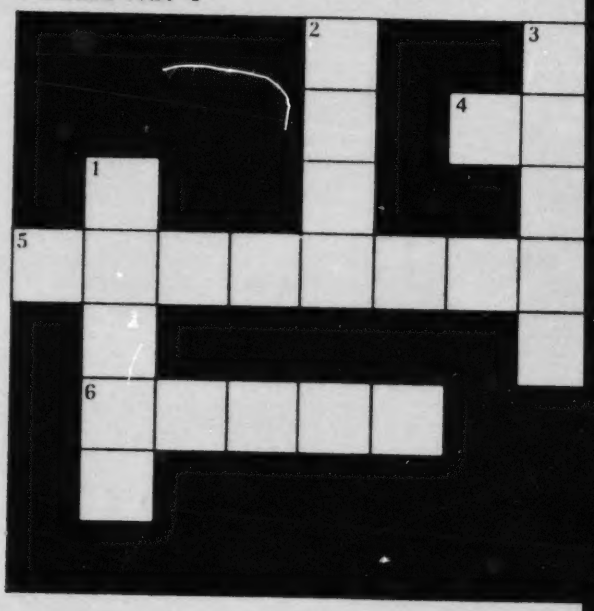
DOWN:

1. Rhymes with boat and means to choose.
2. Chief person on a ship.
3. Force, energy, strength.

ACROSS:

1. Indians once lived in this.
4. A place where thousands of people live.
5. Another place to live; rhymes with clown.

Puzzle No. 4



COMMUNITY WORKER:

_____

CLUES

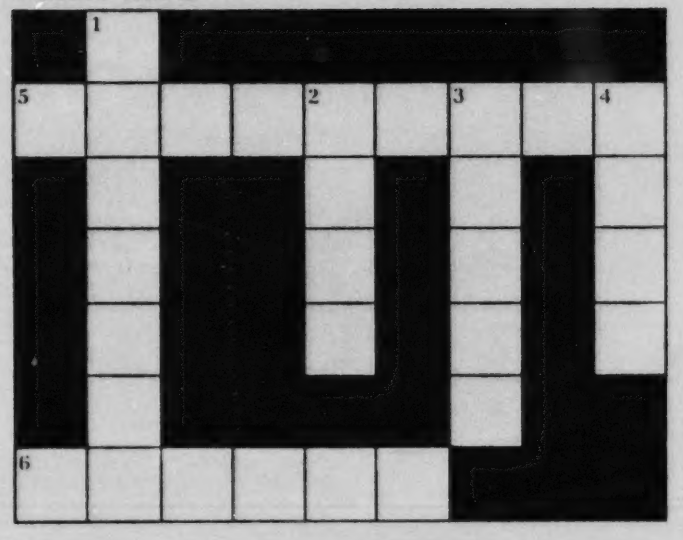
DOWN:

1. Ball teams sit on this.
2. Piece of clothing worn over pajamas; goes with bath.
3. Gravel minus "r"; a type of hammer.

ACROSS:

4. A type of rule.
5. Must have a noun and a verb.
6. You play tennis on this.

Puzzle No. 5



COMMUNITY WORKER:

_____

CLUES

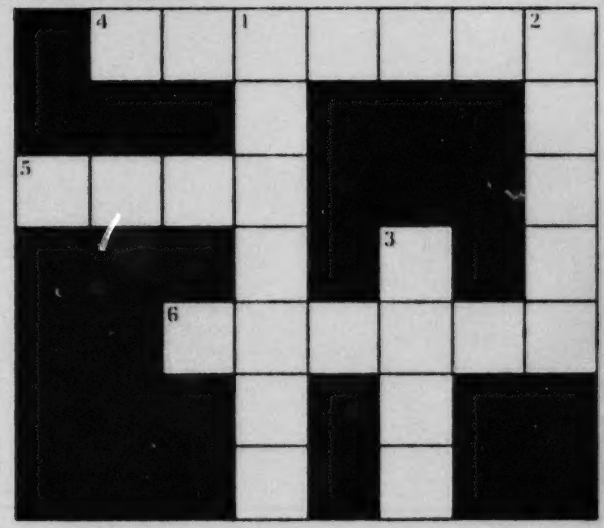
DOWN:

1. A kind of jam; caused by having too many cars or trucks on the road.
2. A symbol.
3. A man or woman who is fully grown up.
4. Baby goats.

ACROSS

5. A painted area on a street used to tell people where to walk.
6. A building used for education.

Puzzle No. 6



COMMUNITY WORKER:

_____

CLUES

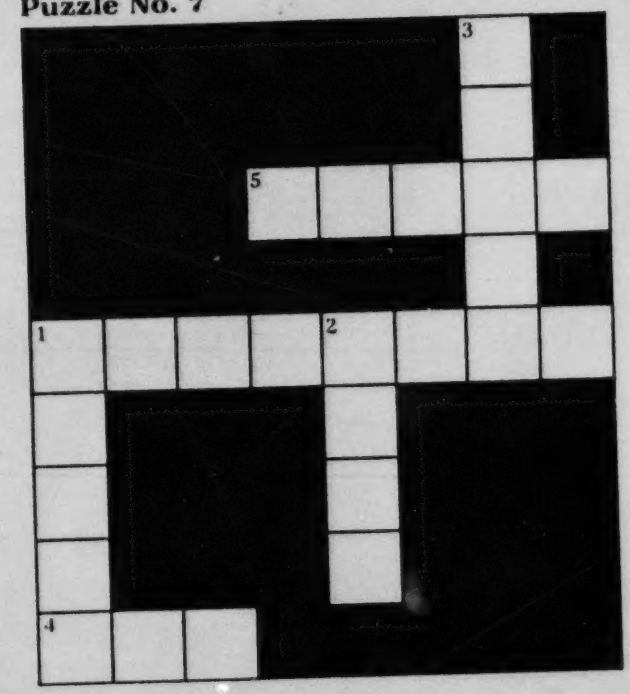
DOWN:

1. The parts of the alphabet.
2. A road or course to be followed.
3. Can be a boy or a man.

ACROSS:

4. To take a package to someone.
5. Wood or metal; used to hold up a fence.
6. Can be a girl or a woman.

Puzzle No. 7



COMMUNITY WORKER:

_____

CLUES

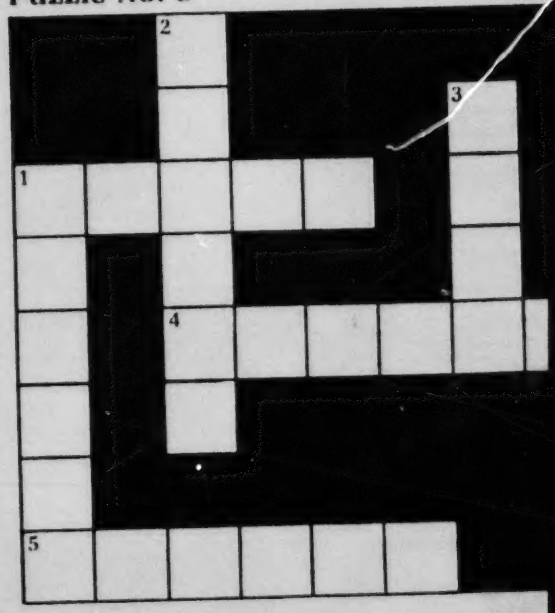
DOWN:

1. A witch's transportation.
2. What you get when you crumble chalk.
3. Without dirt; neat and tidy.

ACROSS:

1. A structure having walls and a roof.
4. A clown may use it for hair.
5. What you do with no. 1 down.

Puzzle No. 8



COMMUNITY WORKER:

_____

CLUES

DOWN:

1. A tool for gripping small objects, bending or cutting wire, etc.
2. Place to store an automobile.
3. Chevrolet, Ford and Datsun.

ACROSS:

1. Together, they make a whole.
4. Melted bacon fat, or to lubricate.
5. Rhymes with rocket.

LESSON SEVEN: What If There Were No Responsibilities?

Overview

Young people, and adults too, frequently feel overwhelmed by their responsibilities. They may feel that the world would be a better place if each person was free to "do his own thing." Hence, Lesson Seven provides an opportunity for students to consider the consequences of everyone "taking a vacation" from their responsibilities. A story completion format is used to enable students to generate their own reasons for changes which might occur in such a situation. The lesson emphasizes that several consequences would result if responsibilities are not met.

Objectives

At the completion of this lesson, the student should be able to:

1. predict the consequences if a large number of people failed to meet their responsibilities;
2. defend the statement that "the world would **not** be a better place if people failed to meet their responsibilities;" and,
3. suggest several reasons why people should assume appropriate responsibilities.

Suggested Procedures

1. Distribute a copy of Handout Seven to students.
2. Instruct the students to read the handout and then complete the story by writing endings for each of the seven unfinished sentences. [Note: Depending on the capabilities of the class, the teacher may wish to divide the task and ask groups of students to complete several of the unfinished sentences. Another variation is to have each student complete one or more of the sentences orally and tape record his/her ending. Then play back the various endings before the class.]
3. When students have completed the task, call on several students to read all or parts of what they have written.
4. Discuss the consequences of this situation, using such questions as:
   a. Can you think of any other problems that could develop in Pine Grove?
   b. Who, if anyone, would find this to be a good situation?
   c. Would you have liked to live in Pine Grove during the month that everyone "took a vacation from responsibilities"? Why or why not?
   d. What do you think the people of Pine Grove should do about this situation? Why?
   e. Do you think the people of our community should take a "month's vacation from responsibilities"? Why or why not?

Enrichment Activities

1. **Comic Strip/Art Activity.** Have the students create a comic strip, using four to eight frames, showing what it might be like if the characters had no responsibility for a period of time as long as a day, week, or month. Have them focus on a particular location (e.g., home, school) and/or activity (e.g., part time job; baseball game). The chief characters in the comic strip could be created from people they know. The responsibilities should be made obvious. The consequences of not assuming the responsibilities must be depicted. Possible solutions to the dilemma might make a desirable ending for the comic strip.

Students may also want to search the daily newspaper comic section to find such examples. These could be posted on the wall along with the homemade variety for all to share and enjoy. Several might be used to initiate class discussions on the topic of what happens when we don't carry out our responsibilities.

2. **Identifying Consequences.** Divide the class into several groups with four to six students in each group. Assign one of the following situations (or similar ones that seem appropriate to your particular school and class) to each group: (1) Field trip to zoo; (2) baseball game; (3) recess; (4) morning reading groups; (5) trip from home to school in A.M.; (6) lunchtime. The students in each group are to then list all the possible consequences that could result if everyone in their specific situation decided not to carry out any of their responsibilities. The descriptions that come out of each group should help the class begin to see how important it is for each person to accept a certain amount of responsibility. The lists might be shared orally, or they could be posted in the room, or each group may want to role play their situation.

3. **Classroom Experiment.** Sometimes people can get away with not carrying out a particular responsibility for a long time before the consequence is noticed. Other times, the consequence is noticed almost immediately. For example, a person could let garbage pile up for a few days or a week before the mess is noticed. However, a fire alarm that was not answered because it was lunch time would have immediate consequences. Try to demonstrate this in your classroom throughout the course of a week. Explain to the class that you are going to pass a secret note to different individuals throughout the week. The secret note will give instructions as to what responsibility that person is not to carry out. The student continues to disregard this responsibility until he/she gets noticed as a result of the consequences. Put notes in desks, books, coat pockets, or hand them out secretly. Some examples might be: "Don't hang up your coat," "Don't return recess balls or equipment to the classroom;" "Throw paper trash on the floor;" "Do not empty trash can;" "Do not clean erasers (boards, floors, etc.);" "Do not collect morning lunch money;" "Don't pass out books to your group;" "Don't clean up reading center;" "Go to the front of the line;" "Borrow paper or pencil from the teacher for each assignment;" "Don't put books in desk;" "Spill water on floor and don't clean it up."

   At the end of the week the teacher should take time to discuss some of the secrets. Ask such questions as: " "Which took a long time to discover?"; "Which were noticed almost immediately?"; "Did any go unnoticed?"; "How serious were the consequences in each situation?"; "Do you think that sooner or later consequences do catch up with all of us who do not carry out our responsibilities?"

HANDOUT SEVEN: What If There Were No Responsibilities?

Have you ever wished that you had no responsibilities? The people of Pine Grove did. And, they decided to do something about it! They agreed to take a vacation from responsibilites. Use the unfinished sentences to tell what happened when they did.

The Town That Took a Vacation From Responsibility

The people of Pine Grove were friendly, happy people. But they were getting tired of their responsibilities. So all of the people — adults and children alike — got together and agreed to take a vacation from responsibilities for one month. During that month, no one would be expected to carry out any of their responsibilities.

The children thought this sounded like a good idea. If they didn't have any responsibilities, then they would be able to . . .

The adults thought this was a good idea, too, because . . .

But things did not work out in the way that they had hoped. One of the first things that happened was that people began to get hungry because . . .

Those people who got sick were in trouble because . . .

Many people stopped driving their cars because . . .

Pine Grove was not a safe place to live anymore. The people found that . . .

At first the children were very happy. But it didn't take very long for this to change because . . .

LESSON EIGHT: What Is The Responsible Thing To Do?

Overview

Students frequently encounter situations that call for decisions and it is not always clear to them what the decisions should be. When such situations arise, it is hoped that students will consider various alternatives and their consequences and then choose the most responsible behavior. Lesson Eight provides an opportunity for students to consider real-life situations that call for decisions. As students assess the merits of reactions that are more and less responsible in these situations, they should become more aware of the fact that alternatives exist in most decision-making situations and that the consequences of responsible behavior are better than those of irresponsible behavior.

Objectives

At the completion of this lesson, the student should be able to:

1. demonstrate an ability to consider alternatives in decision-making situations;
2. predict consequences for specific behaviors in given situations;
3. choose and defend a particular course of action as being most responsible in given situations; and,
4. use the concept of "responsible behavior" when making decisions in real-life situations.

Suggested Procedure

1. Give each student a copy of Handout Eight.
2. Discuss the first situation in the handout, "What should Michelle do?" Call on different students to suggest possible consequences for each of the three alternative behaviors given. For example, for 1-c, Michelle might have to wait a long time; she might not be able to use the family car for awhile; she and her parents may have to pay more money for insurance, and so forth. Permit students to suggest other alternatives.
3. After discussing consequences, ask students to tell what they think Michelle should do in this situation. Ask "What is the responsible thing to do?" and "What would you do in this situation?" Probe to ascertain student reasoning.
4. Divide the class into six groups. Assign each of the remaining situations to two different groups. Have groups meet simultaneously to discuss possible consequences for each of the three courses of action given for their situation. Then have the students in each group answer two questions: (1) "What is the most responsible thing for Mike (Lisa or Steve) to do in this situation"; and (2) "What should Mike (Lisa or Steve) do?" As groups are meeting, walk around the room and check to see that each group is discussing these issues.
5. After each group has had ample time to discuss their assigned situation, have the two groups with the same situation meet together and compare responses. Provide sufficient time for students in the newly formed groups to share their views.
6. Have all students reassemble as a large group. Discuss the following questions with the class:
   a. What kinds of questions did you ask yourself when deciding the most appropriate behavior in the situation you discussed?
   b. Did everyone immediately agree on the best choice of action? Why or why not?

c. What kinds of problems came up when you were trying to decide what to do?

d. How difficult is it to decide on the responsible thing to do in problem situations?

Enrichment Activities

1. **Problem Solving Activity**. Tell each student to create a problem situation similar to those in Handout Eight. The situation could be from a real life experience, one that someone told them about, or one that they make up. Possible topics for these situations are: (a) lost and found articles; (b) broken property; (c) telling the truth; (d) clothes; (e) borrowed items; (f) parties attended or not attended; (g) staying out late; (h) being a good sport; or, (i) teasing or calling names. Give students time to think of their story and how they will stop it without an ending.

   Have each "storyteller" relate his situation to a friend and ask, "What do you think would be the responsible thing to do?" The friend should then answer the question and provide an ending for the story. If desired, the storyteller could next share what really happened in the situation (if it is a real incident) and tell what he/she thinks would be the responsible thing to do. Reverse the procedure and have the friend tell an unfinished story to the original storyteller and engage in a similar type of discussion and exchange of ideas.

   Provide an opportunity for some of the students to share their situation with the class, if they wish. Thus, this exercise should provide an opportunity for students to share with their classmates examples of responsible behavior that are very real to them and help them to realize that being responsible is not always easy in many situations.

2. **Newspaper Headlines.** Have students collect boldface print from newspapers that tell about the consequences that occurred when people did not assume their responsibilities. Make a poster collage with these headlines. An added feature might be to have students bring in pictures that show the consequences of irresponsible behavior. The teacher might want the student to tell a little about the story behind the headline or picture as they are placed on the collage. Examples include: "Firecrackers Injure Two"; "Fire Truck Hits Boy on Bicycle"; "Theater Fire Kills 92"; "Gun Accident Kills Teenager"; and , "Sports Fans Jump On the Field and Prevent Game From Continuing."

3. **Art Activity.** Distribute a sheet of drawing paper to each student. Have everyone fold the paper in half. On the left side, have students draw a situation showing someone doing a responsible action. Tell students to exchange papers with a partner. Then have students draw a second picture on the right side of the paper they received showing the consequences of the actions of the person depicted in the picture drawn by the other student. Then have students return papers to their original owners and discuss their satisfaction or dissatisfaction with the results. Several pairs of students could volunteer to share their pictures with the class. Another possibility is to post all pictures with the class. Another possibility is to post all pictures on a bulletin board, thus permitting all students in the class to view them and identify the responsibilities and consequences depicted.

HANDOUT EIGHT: What Is The Responsible Thing To Do?

How do you decide what is the responsible thing to do? It is not always easy. Read each of the situations below and answer the questions. What do you think is the responsible thing to do in each situation?

What Do You Think?

1. Michelle got her driver's license three weeks ago. She borrows the family car to drive to the shopping center. But Michelle is not very careful while parking the car. She backs into another car and puts a large dent in its fender and breaks one of the taillights on her car. When she gets out of the car to look at the damage, she doesn't see anyone else around.
   a. What would happen if Michelle drove away quickly and told no one what she did?
   b. What would happen if Michelle drove away quickly and then told her parents that someone had hit her car while she was shopping?
   c. What would happen if Michelle waited until the owner of the other car returned and then told that person what she had done?
   d. What do you think Michelle should do?

2. Mike goes to the grocery store to buy some bread, milk and eggs for his mother. While he is in the store, he takes a cart and pushes it down the aisles. But Mike is not very careful. He pushes the cart into a floor display of pickles. Half the jars fall on the floor and break.
   a. What would happen if Mike left the store quickly and told no one what he had done?
   b. What would happen if Mike left the store quickly and then told his mother what he had done?
   c. What would happen if Mike went to look for a clerk in the store and told the clerk what he had done?
   d. What do you think Mike should do?

3. Lisa and Mary decide to take an afternoon bike ride. Since Lisa's bike has a flat tire, her friend, Beth, agrees to let Lisa borrow her new 10-speed bike. While riding along a quiet street, Lisa turns to speak to Mary. When she does, she accidentally runs into a parked car. After dusting herself off, Lisa discovers that the front wheel of Beth's bike is now bent.
   a. What would happen if Lisa returned the bike to Beth and said nothing to her about the bent wheel?
   b. What would happen if Lisa told Beth about the accident when she returned the bike and offered to pay to have it fixed?
   c. What would happen if Lisa told Beth about the accident when she returned the bike but refused to pay to have it fixed?
   d. What do you think Lisa should do?

4. Steve is upset when he hears what his best friends, George and Al, are planning to do. They tell him that they are going to come back to the school at night and break as many windows as they can. They want Steve to come with them and help them do this.

   a. What would happen if Steve refused to go with his friends and help them do this and told no one what they were planning to do?

   b. What would happen if Steve went with his friends and helped them do this?

   c. What would happen if Steve refused to go with his friends and told the school principal what they were planning to do?

   d. What do you think Steve should do?

LESSON NINE: How Can Laws Help Us To Know Our Responsibilities?

Overview

When adults are faced with difficult decisions, they frequently ask, "What does the law require me to do?" Laws help us to identify responsible behavior in many situations. In Lesson Nine a forced choice exercise serves to acquaint students with the relationship between responsibility and law. Through discussion, the lesson helps students to clarify the nature of their legal responsibilities and the role that law plays in encouraging responsible behavior.

Objectives

At the completion of this lesson, the student should be able to:

1. recognize that laws are society's consensus of what behavior is deemed responsible in given situations;
2. tell how laws help people to know what some of their responsibilities are;
3. state at least three responsibilities that he/she has according to the laws of the State and/or Nation; and,
4. affirm a willingness to use laws to guide his/her behavior in given situations.

Suggested Procedures

1. Distribute a copy of Handout Nine to each student.
2. Instruct students to read the directions at the top of the handout and answer each of the ten items. Provide sufficient time for students to complete the activity.
3. Use a show of hands to tally student responses. Place the tally on the chalkboard.
4. Review and discuss each of the ten items on the handout. If preferred, pass out copies of Handout Nine-B prior to initiating a discussion. [Note: The distribution of Handout Nine-B is optional. Hence, Handout Nine is not designated as Nine-A. The nature of the items suggests the need for Handout Nine-B and its value to students. If not used at this time, it could also be distributed at the conclusion of the lesson for student reference.]
5. Explore with students such questions as:
   a. Why do you think we have laws for each of these situations? Are they needed? Why or why not?
   b. Were there any laws that you did not know? Why do you think this was the case?
   c. Are you expected to follow a law if you do not know it? Is this fair?
   d. Do laws tell us what all of our responsibilities are? Can we have responsibilities that are not required by a law? How?

Enrichment Activities

1. **Writing About "Responsibility Beyond the Law."** Laws guide us in knowing what our responsibilities are but we also have other responsibilities in addition to legal responsibilities. The law does not serve as an effective guide to behavior in all situations. This activity helps students to understand this important concept.

   Have students copy the following eight situations from the chalkboard: (1) buying a candy bar; (2) seeing someone get beat up; (3) riding a bicycle on the

road; (4) burning leaves; (5) littering; (6) going to church; (7) seeing someone fall in the water; and, (8) smoking. Tell students that they are to respond in writing to the following questions: (1) "What Do I Think the Law Says About This?" and (2) "What Responsibilities Do I Have For This?" Explain to students that each of the eight situations has a law (or laws) related to it. However, each situation may require other responsibilities beyond those required by law. People must decide which of these other responsibilities to accept. For example, the law says that a person must be a certain age before he/she can drive and own a car. The law also requires a person to operate the car safely and follow traffic signs, speed limits, etc. But the person who owns the car has more responsibilities than this. Some of them are: (1) keep the car clean; (2) keep the car running smoothly; (3) prevent the car from being scratched; etc.

After students have finished their assignment, discuss what they have written. The following may be helpful for this purpose:

a. **Buying a candy bar.** The law says you must pay for what you buy. Your responsibilities might be deciding what candy bar to buy, how often, whether to share with others, what to do with the litter, and how good it is for your health.

b. **Seeing someone getting beat up.** The law does not require you to go to their aid. Responsibilities might include calling for help, or in some way trying to offer to help (e.g., going home to get help, using a telephone to call the police.)

c. **Riding a bicycle on the road.** Some laws require that you obey the traffic signs and signals that motorists follow. Responsibilities might include using hand signals, keeping a reflector visible, wearing light clothes or using a light at night, locking your bike when you park it as well as letting other people borrow it, keeping your bike in good working order.

d. **Burning leaves.** This is against the law in many communities. Responsibilities might include stuffing leaves in a bag to haul or have hauled away, raking them so they don't blow in a neighbor's yard, burning only on certain days designated by the police department, working with your neighbors to decide on how to get rid of the leaves together.

e. **Littering.** There is a fine in many communities for littering. Your responsibilities might include picking up trash, always throwing your litter in the proper place even when no one else is around, and reminding others where to put litter.

f. **Going to church.** The law says adults are free to go to any church they like or not to go to church at all. If you belong to a church, responsibilities might include attendance, helping with projects, giving money, and dressing up when you go. If you don't belong, some responsibilities might still be to help out when they are doing a worthwhile project for your community.

g. **Seeing someone fall in the water.** The law does not require you to go to the person's aid. Responsibilities might include jumping in to save the person, throwing the person a rope or life preserver, or getting another person to help. You must decide what your responsibility is here (e.g., should you jump in and try to save the person if you cannot swim very well? What responsibility do you have for your own safety? What responsibility do you have for the other person's saftey?)

h. **Smoking.** There are several laws that deal with smoking, such as the warning that must appear on each cigarette package (Warning; The

Surgeon General has determined that cigarette smoking is dangerous to your health), forbidding minors to buy cigarettes, and restricting smoking in public places. Non-legal responsibilities include making a decision to smoke or not to smoke, whether to smoke in a person's home or other places where smoking might bother someone, and not to smoke in bed.

2. **Signs and Responsibility/Art Activity.** Signs are a good way to remind people about laws that they need to follow. Have students design their own "responsibility sign." Tell them to think about the many responsibilities they have at home and school and how sometimes they have a hard time remembering a particular responsibility. They should think of a clever way to identify this responsibility and design their own unique sign that they could hang in just the right location to serve as their everyday reminder. Examples might be: "Caution: Baby Asleep — Shh;" "Hanging Clothes — Beware;" "Bumpy Bed — Slow Down;" "Homework — Help Wanted."

3. **Newspaper Search.** Collect newspapers until you have enough for each student to have his/her own copy to examine. Give every student a marker. Tell them to circle all the examples they can find that describe people carrying out a responsibility or not carrying out a responsibility. You might want to divide the class and have each group search through different sections of the paper (i.e., world, local, sports, comics, etc.). Let students share some of their examples with the class. This activity should illustrate clearly that some people accept responsibilities beyond those required by law and also point out some consequences of avoiding or refusing to accept responsibilities. It should also enable students to realize that responsible behavior and the acceptance of responsibilities are important attributes of good citizenship.

HANDOUT NINE-A:
How Can Laws Help Us To Know Our Responsibilities?

Laws help us to know what our responsibilities are. Laws also help to make sure that we carry out our responsibilities. Here are some questions about responsibilities. Can you answer them correctly? For each, circle "yes" if you feel it is a legal responsibility and "no" if you feel it is not a legal responsibility.

Responsibility — Yes or No?

Yes No 1. You let your dog run freely in the neighborhood. Some of your neighbors complain that your dog keeps coming into their yards. Do you have a responsibility to keep your dog on a leash and out of their yards?

Yes No 2. You take your portable radio to school. But you accidentally leave it on the bus. The person who cleans the bus at the end of the day finds your radio. He doesn't know that this radio is yours and would like to keep it for his own use. Does he have a responsibility to find out who owns the radio?

Yes No 3. You think that there are too many rules at school. You don't want to follow them anymore. Do you have a responsibility to obey school rules?

Yes No 4. Your friend pulls a chair from beneath you as you begin to sit down. This causes you to fall on the floor and injure your back. You are taken to the hospital; your medical bills total $750. Does your friend have a responsibility to pay your medical bills?

Yes No 5. You see a notice in the local newspaper which offers a ten dollar reward for the return of a lost dog. You search for the dog and find her. When you bring the dog to the owner's house, he refuses to pay you. Does the owner have a responsibility to pay you the reward?

Yes No 6. Your neighbor does nothing to take his garbage away. After a few weeks, it piles up and begins to smell. Does your neighbor have a responsibility for having his garbage removed?

Yes No 7. You want to go hunting. Your mother and your father are working and cannot go with you. Do you have a responsibility to have an adult go with you while you hunt?

Yes No 8. You see a newspaper ad which offers a new stereo for $29.99. You rush to the store to buy it. But the store clerk refuses to sell it to you for that price. She says the paper made a mistake in printing the ad and that the real price is $299.99. Does the store have a responsibility to sell you the stereo for the price in the ad?

Yes No 9. Your neighbor has a party. The party goes on for a long time and gets very noisy. Does your neighbor have a responsibility to keep the party from getting too noisy?

Yes No 10. A man gets mad at your father. He telephones your father's boss and tells her that your father is a known thief and child beater. Even though this is not true, your father is fired. Does the man who said these things have any responsibility for the damage that he caused?

HANDOUT NINE-B: Responsibility — Yes Or No?

1. **Probably yes.** The answer to this question depends on where you live. Many communities have laws which require owners to keep their dogs on a leash and prevent their dogs from roaming free. It is important for dog owners to know the laws that their community has about dogs. Even if your community does not have these types of laws, you may feel that you have a responsibility to keep your dog out of your neighbors' yards.
2. **Yes.** The law does not recognize the idea of "finders-keepers, losers-weepers" in this situation. Since you have lost or mislaid your radio, the finder has a responsibility to try to discover who the radio belongs to rather than just keep it. As a general rule, the law says you have a responsibility to try to locate the owner of property you find unless it is clear that the property has been thrown away or abandoned.
3. **Yes.** The law says that you have a responsibility to obey school rules and regulations.
4. **Yes.** Whether your friend did or did not intend to hurt you, his actions caused you to be injured. If your friend is under the age of 18 (a minor) and cannot pay the $750, Ohio law can make his parents pay your medical bills. You have a responsibility not to deliberately or accidentally do something that injures another person.
5. **Yes.** The man offered a reward for finding the dog. You found the dog and returned it to him. This is a contract. The man has a responsibility to pay the reward to you.
6. **Probably yes.** Local public health laws will probably require your neighbor to get rid of his garbage. But you would need to know the law for your community. In some communities, garbage removal is paid for by taxes. In others, home owners must pay for it to be removed or take it away themselves.
7. **Yes.** According to Ohio law, if you are under the age of 16, you must not hunt unless an adult is with you. In addition, it is against the law for you to fire a gun unless you are with an adult.
8. **No.** You are out of luck. Since it was a mistake, the store does not have a responsibility to sell the stereo to you for the price listed in the newspaper ad. But the store has a responsibility not to put such an ad in the paper on purpose just to lure and get you to come into the store.
9. **Probably yes.** The answer depends on where you live, how loud the noise is, and the time the party is held. Many communities have anti-noise laws which may apply to parties.
10. **Yes.** Although the First Amendment of the Constitution gives you and others the right of free speech, the law makes you responsible for what you say. It is against the law to intentionally say untrue things about others that cause them serious harm. This is called defamation or slander. Since your father suffered the loss of his job because of what the man said, he can take the man to court. The court may decide that your father has been harmed by the man and require the man to pay an amount of money to your father as compensation for the harm that he has suffered.

LESSON TEN: What Happens When Responsibilities Conflict?

Overview

Even when people are willing to accept their responsibilities, problems can arise. Situations frequently develop in which one person's perceived responsibility conflicts with another's and sometimes an individual's responsibilities conflict. Lesson Ten focuses upon this kind of situation. In a role play format, students grapple with conflicting responsibilities as they relate to the proposed building of a factory in a wooded area next to a school.

Lesson Ten provides an opportunity for students to resolve a difficult problem resulting from conflicting responsibilities. The goal is not to arrive at the perfect solution — one probably does not exist. Instead, it is to engage students in a conflict-resolution process that involves clarifying the facts, considering alternative plans and related consequences, and reaching consensus on the best course of action possible. As a result of engaging in this process, students should increase their understanding of how difficult it is in problems of conflicting responsibilities to arrive at solutions that satisfy all parties involved.

Objectives

At the completion of this lesson, the student should be able to:

1. recognize and describe how problems can be caused by conflicting responsibilities;
2. tell why problems involving conflicting responsibilities are often very difficult to resolve;
3. accept the legitimacy of different points of view in a problem situation and be willing to listen to others' points of view.

Suggested Procedures

1. Prior to initiating this lesson, select seven student volunteers to role play each of the persons described in Handout Ten. Meet with these students to explain the nature of the activity; give each one a copy of the handout and provide time for each to become acquainted with his/her role.
2. Prepare the class for the role play activity. Read aloud the first and second paragraphs in Handout Ten to the class. Introduce each of the participants, but reveal no other information about them. For example, "Some of them are: Mr. Bates (have the student playing Mr. Bates stand at this time), Mr. Ricks (have the student playing Mr. Ricks stand at this time), etc." To enhance recognition, students could also be asked to wear tags with the name of the person they represent printed on the tags in large letters.
3. Have students role play the meeting in front of the class. [Note: If students have not agreed upon any procedure for the meeting and all try to talk at once, permit the disorder to continue for 2-3 minutes. Then stop the activity, ask the rest of the class to identify the problem, obtain class consensus on a procedure to conduct the meeting and tell the students involved in the role play to use this procedure.]
4. As the "meeting" progresses and each of the seven students have had an opportunity to make his/her position known, stop the role play activity. Pose a series of questions to the other members of the class to clarify the issue and the position of each of the seven persons at the meeting. For example, use questions such as: "What is the problem here?"; "Who is Mr. Francis?"; "What does Mr. Francis want to do? Why?"; "Do you think Mr. Francis is acting

responsibly? Why or why not?" [Note: Do **not** attempt to resolve the problem at this time. Use this opportunity to clarify the facts and the conflicting responsibilities as revealed by each of the seven persons role played by the students.]

5. Divide the non-role playing members of the class into several small groups. Ask them to discuss the following questions:
   a. How many different ways can you think of that could be used to solve this problem?
   b. Which one of these ways do you favor for solving this problem?
6. After the groups have been given enough time to discuss these questions, have one person from each group share the various methods of conflict resolution they identified and tell which method they favor. List student responses on the chalkboard as given. Compare and discuss similarities and differences. [Note: It would be helpful to explore a variety of methods and the pros and cons of each. These methods could include flipping a coin; test of strength (e.g.; arm wrestling); majority vote; mediation; arbitration; and a legal case decided by a judge (but what is the legal issue? What laws are involved?)]
7. Obtain a class consensus on a particular method to be used in this situation. Have students role play the meeting using this method. Allow time for the method to be employed.
8. Ask each of the seven persons attending the meeting to tell how he/she feels about the decision that has been reached. Then ask the remaining members of the class to discuss:
   a. Which of the Pleasantville residents were pleased with the decision? Why? Which were not? Why?
   b. Do you feel the decision that was made was a fair decision?
   c. What do you feel will happen to Pleasantville as a result of this decision? Do you think Pleasantville will be a better place or a worse place to live in now? Why?

   [Note: Depending upon time constraints and the nature of the class, students may be asked to role play the meeting again using one or more different methods to resolve the conflict. Use similar questions and then compare and contrast outcomes.]
9. Ask students to identify other situations in which responsibilities conflict (i.e.; both individual and group situations). Explore how each of these conflicts could be resolved.

Enrichment Activities

1. **Alternative Procedure/Using a Tape Recorder.** If preferred, the teacher may wish to use the following procedures to complete Lesson Ten instead of adhering to steps 5-8 as described in the "Suggested Procedures" above.

   Divide the class into groups with seven in each group, enough for each character found in Lesson Ten. Allow students sufficient time to decide on how they want to resolve the conflict. (Each person may want to write a script of what needs to be said.) Use a location outside the classroom, preferably a vacant room, although the hallway or outdoors could be used. Assign one person to be in charge of the tape recorder (a small cassette will suffice) and give the necessary instructions for its operation. The group is then ready to record its version of this town meeting and make its decision regarding the factory (10 minutes should be satisfactory for this recording session). After each group

has had an opportunity to record their version of the town meeting, the results can be played back the next day. Student interest should be keen, as they first of all listen for their own group and individual voices, but then learn how the other groups decided to resolve this conflict. Comparison can be made among the groups. Discussion can center on reasons why it is difficult to make a decision when responsibilities conflict. Then use step nine in the "suggested procedures" as described above.

2. **De-Briefing Activity.** The role playing exercise offers an excellent opportunity for the teacher to engage the class in other learning activities. Two are described here. First, the activity could be used to help students focus on the value of the role play activity itself and the quality of student performance. If this is desired, the teacher could use such questions as: "How real do you think this situation was? Why?" "What, if anything, should have been done differently?"; "How well did the students portray (act out) their roles?"; "What can we learn from this experience?" A second approach would be to discuss issues related to human relationships. For this, the teacher could use such questions as: "Which person did you like most? Why?"; "Which person did you like least? Why?"; "How would you feel if you had been in this situation? Why?"; "What would you have done if you had been Mr. Bates? Why?"

3. **Field Trip Activity.** Sometimes when there are conflicting responsibilities, people rely on the courts to make the decision. A trip to the county courthouse would be an excellent follow-up activity for Lesson Ten. First familiarize students with the way in which courts settle conflicts. Then visit the court to observe an actual case, preferably a civil case. Make arrangements to have the class meet with a judge (during a mid-morning or lunch break) and at least one of the attorneys. When students return to the classroom, provide opportunities for them to reflect on what they have seen and heard and to consider how laws and courts help people to resolve responsibility conflicts. [Note: It is recommended that students observe a civil case rather than a criminal case. Not only will a civil case relate more directly to the nature and purpose of Lesson Ten, but it also will help students focus on the facilitative, positive nature of law and the court system and the relationship between responsibility and the law.]

4. **Writing/Research Activity.** Encourage students to identify a situation in which responsibilities appear to be in conflict. Have each student (or have students work in small groups) identify a situation of this nature, collect more information about it, and then prepare a report which describes the problem, the responsibilities that are in conflict, several alternatives and likely consequences, and a recommended "solution." Problems could include the oil problem (e.g.; OPEC and the U.S.); the gasoline problem (drivers, oil companies and the President); food (developed and undeveloped countries); nuclear power (conservationists and power companies); building of a dam (conservationists and power companies); or a state or local problem. Let students share their reports with the class.

HANDOUT TEN: What Happens When Responsibilities Conflict?

Pleasantville is a small, peaceful city with a problem. Next to the Pleasantville Elementary School is a large piece of land. Many birds and animals (rabbits, squirrels, raccoons and others) live there. Children from the school and community play there. And, many adults like to walk through the woods on the land. It's a beautiful place, but the man who owns the land, Mr. Bates, wants to sell it. Mr. Ricks, a businessman, wants to buy the land and build a factory on it. Many people want the factory to be built. Many others do not.

The people who live in Pleasantville decide to have a meeting to discuss this matter. At the meeting, many people tell how they feel about having a factory built on this land. Some of them are:

Mr. Bates, who owns the land. He says he should be able to sell the land to anyone he would like. Mr. Ricks, the businessman, has offered to pay him a lot of money for the land. Mr. Bates wants to accept the offer. He feels he has a responsibility to use the money to help take care of his family.

Mr. Ricks, who wants to buy the land and build a factory on it. He says he needs to build a new factory and this is the best place to build it. It would cost too much money to build the factory somewhere else. He feels that his responsibility is to help his company make money.

Mrs. Mathews, who represents a group of parents. She does not want the factory to be built. She says that the city has a responsibility to the children to keep the land as a play and outdoor study area. If the factory is built, the children will have few places to play, the animals will lose their homes, and trees will be cut down.

Mr. Francis, the Mayor of Pleasantville. He says that his responsibility is to make more jobs available for people. If the factory is built, 150 new jobs will be created. More people will have jobs. More people will want to live in Pleasantville and buy things in Pleasantville stores.

Mr. Weber, the school superintendent. He says that the city has a responsibility to have its school in a quiet place. He feels the factory will be too noisy. Students will not be able to do their schoolwork.

Mrs. Vincent, who represents Pleasantville senior citizens. She wants the factory to be built. She says that the city has a responsibility to keep taxes low. The new factory will help do this. The more money the factory pays in taxes, the less the people of Pleasantville will have to pay.

Mr. Young, who represents a group called "Clean Air for Citizens." He does not want the factory to be built. He says the city is responsible for protecting the health of citizens. The factory will cause air pollution. His group wants to keep the air clean.

Question: Should the factory be built?

LESSON ELEVEN: How Can I Become A More Responsible Person?

Overview

By this point in the unit, students should know what responsibility is, be aware of the kinds of responsibilities they, their parents, and others in the community have, recognize the consequences that occur when people do not meet their responsibilities, and accept the idea that very difficult problems can result when responsibilities conflict with one another. In general, the previous lessons in the unit should have helped students to develop more positive attitudes toward accepting responsibility. Lesson Eleven builds upon this foundation by providing activities for students to develop a plan for becoming more responsible individuals now and in the future.

Objectives

At the completion of this lesson, the student should be able to:

1. describe how he/she can prepare himself/herself for adult responsibilities;
2. identify and list as least five important responsibilities he/she has now and tell one way he/she could become more responsible in carrying out each of these five responsibilities; and,
3. demonstrate a willingness to assume responsibilities now and in the future.

Suggested Procedures

1. Give each student a copy of Handout Eleven-A.
2. Instruct students to read the directions at the top of the handout and complete the task.
3. After ample time has been provided, ask students to share their responses. List these on the chalkboard. Encourage students to consider a range of possibilities for each. For example, "drive a car": take driver's education course; learn how to read maps; observe how others drive; learn how to care for a car (tire pressure; change oil; use of anti-freeze; repair common problems, etc.).
4. A tally could be taken to determine which three steps are most favored by the class. These could then be compiled, put on large piece of poster paper and displayed in the room (e.g.; "Preparing to be Adults: What We Need To Do").
5. Have students suggest reasons why it is important for them to accept responsibilities and act in responsible ways now. (These may be listed on the chalkboard.)
6. Pass out a copy of Handout Eleven-B to each student. Instruct them to read the directions and fill in the handout accordingly.
7. Call on volunteers to identify specific responsibilities and specific actions that could be taken to help them become more responsible individuals. [Note: Because of the personal nature of this exercise, respect students' privacy. Use only volunteers.]

Enrichment Activities

1. **Classification Activity.** Explain to students that everyone has responsibilities. All responsibilities are not alike and there are different reasons why we acquire and accept them. Sometimes a law or rule tells us about our responsibility; sometimes we acquire responsibility because of a family custom or tradition; and sometimes it is because our conscience tells us it is the

necessary or right thing to do. Then have students make a list of five to seven things they are responsible for at home, things they are responsible for at school, and five to seven things that other people are responsible for in a variety of circumstances.

After each responsibility listed, tell students to repeat the following statement to themselves — "I know this is a responsibility because" and then write (1) law or rule, (2) family custom or tradition; or (3) conscience, beside each of the responsibilities they listed. In tallying the results, the teacher might first ask for examples of responsibilities because of family custom or tradition, and, finally for those related to one's conscience. Ask students which they find to be the most difficult responsibilities to know and which they find to be the most difficult to follow. Why?

2. **Writing/Research Activity.** Assign a different occupation to each student. (e.g.; lawyer; doctor; judge; congressman, governor; scientist; engineer; police officer; ball player; architect; musician; opera singer; rock singer; farmer; teacher; college professor; accountant; banker; etc.) Have students find out what the occupation is and describe the tasks performed, the responsibilities of the occupation, and the steps needed to be able to practice that occupation. Provide opportunities for students to share their findings, either orally to the class or by posting student reports on a bulletin board. Use this activity to help students understand what kinds of preparation may be needed when making a career choice decision.

3. **Responsibility Award.** The use of awards as a special type of recognition/reward is popular with many teachers. If interested in this type of activity, here is one way that this technique could be used with this unit. At the close of the day, have the students write an example of a responsible behavior that they noticed being demonstrated by one of their classmates. Place the papers in a box. That evening, or at the end of the week, the teacher reads through the responses and decides who should get the award. The decision may be based on whether a person received a large number of votes or because of a particularly unique thing that someone did. The award could be a small prize, a special treat, a special privilege in the class, or whatever the teacher judges to be important for the particular school and class.

4. **Assessing Student Beliefs About Responsibility.** As suggested on page 12, the teacher may wish at this time to use Handout Three once again. Give each student a copy of the handout and provide time for students to make their choices. Tally the results. Then compare and contrast responses obtained this time with responses obtained earlier. What changes, if any, have occurred? Why?

HANDOUT ELEVEN-A:
How do I Prepare Myself For Adult Responsibilities?

All of us have responsibilities. You have more responsibilities now than you did when you were in the first grade. When you become an adult, you will have more responsibilities than you have now. In a few years, you will be old enough to drive a car, and to vote. These are important responsibilities. What can you do to prepare yourself for these and other responsibilities you will have as an adult?

Here is a list of some responsibilities that you will probably have. For each, tell one thing that you can do to prepare yourself for this responsibility.

SAMPLE:

RESPONSIBILITY	**I CAN PREPARE MYSELF BY**
1. Drive a car	Taking a driver's education course in high school.

WHAT WILL I NEED TO DO?

Responsibility	**I Can Prepare Myself By:**
1. Buy a car	_____
	_____
	_____
2. Vote in an election	_____
	_____
	_____
3. Choose a job	_____
	_____
	_____
4. Decide whether to smoke	_____
	_____
	_____
5. Take care of a home	_____
	_____
	_____
6. Become a parent	_____
	_____
	_____
7. Go to college	_____
	_____
	_____

HANDOUT ELEVEN-B: How Can I Become More Responsible Now?

We all need to act responsibly. Whether we are children or adults, it is important that we meet our responsibilities.

Think of the five most important responsibilities that you have now. List them below. Then, for each one, think of what you could do to carry out this responsibility better. Write this below next to the responsibility you have listed.

SAMPLE:

MY RESPONSIBILITIES	HOW I CAN BE MORE RESPONSIBLE?
1. Taking care of my younger brother.	1 Play games with him (or, not talk on the telephone to my friends while I am watching him).

WHAT CAN I DO NOW?

My Responsibilities	How I Can Be More Responsible?
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

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